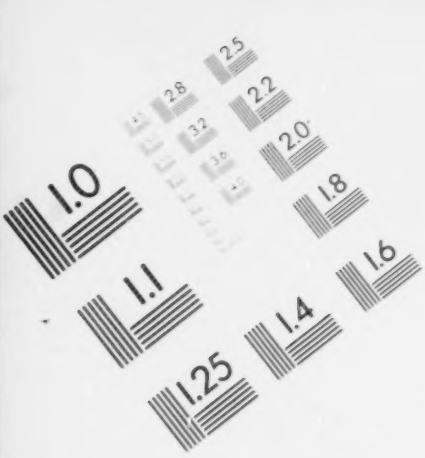

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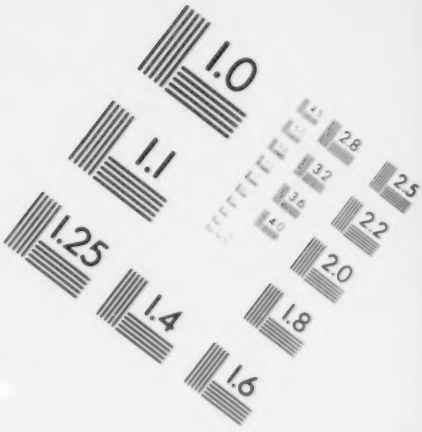

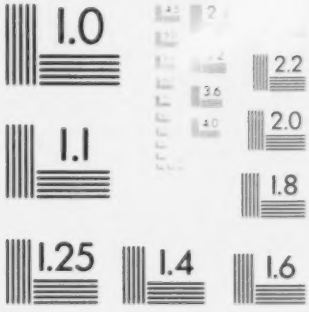

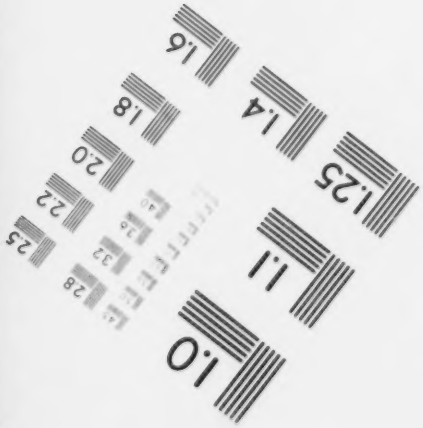

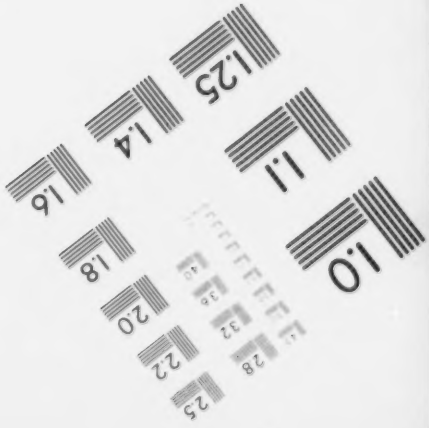

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AN INTERNET WEB-SITE TO ENHANCE COMMUNICATION WITH SCHOOL PERSONNEL AND PARENTS

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PREFACE

This manuscript represents an Internet web-site to enhance the communication climate with school personnel and parents. The parameters of this paper are inclusive of other sections to enhance the contemporary insights that educators and parents might gain in addition to the web-site. For example, the first part of the manuscript provides an "Introduction" related to the importance of the communication environment and "sense of community" that can be created within educational sectors. This section also underscores not only the lack of effective communication and unhealthy social dynamics that may exist in some schools but also related resolutions.

The next section of the paper focuses on a "Review of Related Literature" which encompasses the diverse ways to communicate in our fast-paced society. Both qualitative and quantitative resources are provided for in-depth insights on ideas, practical applications, outcomes, and supportive citations in a "Reference" section. The "Conclusions" section reaffirms the potential for dialogic communication for all school personnel and parents in both traditional and non-traditional ways. Ongoing conferences, notes, town meetings, and technological appeals for community outreach can be combined to enhance school climates and learning outcomes.

The first author, an Assistant Principal at Chisholm Trail Intermediate and a student at Texas Woman's University, developed

ideas with school personnel. She enrolled with the second author, a professor at Texas Woman's University, to develop the paper. Recently, she became a Principal and continues to collaborate on similar efforts at her new job.

INTRODUCTION

Communication has become the foundation upon which successful schools are built. When parents experienced a welcoming environment with administrators and educators, a sense of ease was conveyed (Brandt, 1998). In a school with a strong sense of community, students were more likely to have a sense of value and could be less likely to go unnoticed and disappear into the mass numbers (Kelly, 1999). Students knew that their opinions and values could contribute to the school as a whole. In this strong communication environment, students recognized not only their own importance, but also the importance of everyone else in the school (Kelly, 1999). Staying focused on this strong communication could foster mutual understanding.

A modern day communication tool, for example, could be found in the form of technology. Communication through computer technology gives the impression of administrators putting forth the effort to connect (Grossman, 1998). A school web-site

helps blend all the assets of the students, parents and staff together, so that a united partnership may be formed which could help the administrators and community work toward a common vision, for a common goal. Technology fills the communication gap with school personnel and parents making use of such school-wide web-sites.

An Internet web-site allows administrators to communicate with parents at home and work, along with being a great source for communication with teachers and students (Degnan & Jacobs, 1997). Communication will always be an ongoing process; therefore, by using school web-sites, administrators and educators can hopefully lead the way to effective communication.

Lack of effective communication can be harmful to school administrators and educators. Schools where the social dynamics are unhealthy, student's fight and harass one another, demonstrate disrespect for teachers and feel isolated or alienated from the school community (Checkley, 1999). For educators, paying attention to the social side of schooling means the distinction amid chaos or a well-performed job within a strong community. Finding a solution for poor communication skills is a dilemma not

easily resolved by school personnel (Stetson & Bagwill, 1999). Administrators who are anxious to find the answer to a lack of communication may find answers through the use of the Internet (Norman, 1999). In today's society, technology becomes a strategic plan to open the lines of communication (Norman, 1999).

Communicating with parents and creating a school web-site could be an ideal place to start. To have a thriving school year, principals must connect with these parents of the students, particularly when strong families make a strong community and school system (Sawatzky, 1997). Being connected to parents does not mean that administrators should tell them what they are going to do within the school. It means sincerely respecting parents to acknowledge their point of view and to involve them (Kunin, 2000). When trying to build a strong link between administration, staff and parents, the web-site seems like a reasonable solution. A school web-site may be the perfect place to start, uniting people who share a common direction and own a sense of community.

The purpose of this paper was to develop an Internet web-site to assist the school personnel and parents by aiding them to work

better as team players. The web-site was constantly updated. Administrators, teachers, students and parents used the site as a resource to help build a strong form of communication.

REVIEW OF RELATED LITERATURE

Communication is essential for schools to be successful. According to Gross (1998), parents feel it is important and meaningful to be a part of children's education, but find they participate less with school functions due to a lack of communication. School personnel not communicating with the public could have major consequences that, in turn, could be harmful to the success of schools and students (Thompson, 1998). When a community is not involved with schools, people tend to have more negative feelings about public schools; when a community is better able to communicate with schools, citizens have a higher regard for schools (Rose & Gallup, 1998). Although communication seems reasonable, it tends not to be ordinary procedure (Barnet, McKowen, & Bloom 1998).

Importance of Community Involvement

School personnel should produce an inviting image with the lines of communication open (Brandt, 1998). Despite all the efforts to engage the community with the schools, both the families and schools often give the impression to be increasingly at odds with each other (Scherer, 1998). Collaborating with the community becomes essential for administrators, where educators must proceed with the assumption that there are priceless resources in the community (DuFour, 1999). After all, if other adults within a school-wide community are connected to your children and helping you nurture them, children are much easier to raise (Scherer, 1998). According the National Education Goals 2000, administrators, teachers, children, parents and the community must be devoted to helping all children be a "community of learners." The whole community must be committed to the National Education Goals to help provide a world-class education for every child.

Working in partnership with the community, these school personnel may bring together resources and services for families,

students, and the school with businesses, agencies, and other groups as well as provide services to the community and parents (Epstein, 2000). When parents are constantly battling the essence of time, finding the ability to interact can be a tough job; however, by involving the entire community and communicating, the job becomes less strenuous (Holliday & Holliday 1997; Scherer, 1998). When a school has a strong sense of community, students are more likely to feel valued and less likely to be lost among the crowd (Kelly, 1999). Strong community ties within schools reduces danger and stress among school personnel and children, improves students' health, provides better resources for learning and raises student achievement (Hatch, 1998). Additionally, students feel as if their opinions, values, and background contribute to the community and school environment (Kelly, 1999). Community involvement sets the stage for a group of events that transforms the climate of schools (Hatch, 1998). Suddenly, school personnel, parents and children take ownership in their schools, because they feel that they truly make a difference.

When a community and the school personnel can share a vision, the success is also shared (Cavarretta, 1998; Kelly, 1999). Clearly, successful organizing efforts can help to enhance attitudes and expectations, can offer new and improved learning opportunities, particularly those that become measurable improvements in the performance of children, and can inspire new-found, ground-breaking ideas and raise expectations even higher (Hatch, 1998). Having an increased involvement with the parents and children ultimately leads to achievement in connecting with parents (Finn, 1998; Hatch, 1998; Kigler, 1998).

Communicating With Parents

School personnel who believe communication is essential must first connect with the parents (Brandt, 1998). Spending time building trust among parents carries school personnel through the rocky patches of school communication (Cavarretta, 1998). To communicate with families about school programs and student progress, school personnel must have effective school-to-home and home-to-school communication (Epstein, 2000).

Statistics show that most public elementary schools, K-8, initiated communication with parents to inform them about school curricula and student performance (Brown, 2000). In general, however, public elementary schools do not include these parents in school decision-making to a great extent. The key to stronger schools is better communication, which leads to parent involvement (Checkley, 1999).

Parent involvement means family involvement; parents do not have to come to school to be involved. The more a parent is involved with a school, the stronger a school's support system (Winters, 1999). Family assistance at home affects children's attendance, achievement and classroom behavior (Moles, 2000; Winters, 1999). For example, one of the overriding goals of building partnerships in the primary years is to enhance and maintain the families' ability to raise their children to be healthy, productive and responsible citizens (Kunin, 2000). According to a new Goals 2000: Educate America Act, every school must also promote partnerships and increase parent participation, along with aiding the growth of children. Reaching and involving all parents and families are vital, if

personnel in the school systems are going to educate each student to the highest standards (Goldman, 1998). However, reaching the upper levels of education and balancing career and family does remain a difficult task.

Job and family demands leave little free time for most parents who are already pressed for a moment of peace. A recent study showed that with adults who work 40 hours or less per week, 58% believe they do not have enough time with their children; 74% who worked more than 40 hours per week also agreed (Brown, 2000).

Given a list of related concerns that might impede parent involvement in schools, the barrier named in the highest percentage as 87% by school personnel was lack of time on the part of parents (Brown, 2000). A lack of time on the part of school staff created barriers for 56% of schools, and 48% indicated that lack of staff training in working with parents was a significant barrier. Forming partnerships does not essentially mean that families must actually be present at the school.

Many working parents are just as concerned about their child's education as non-working parents, but only have so much time and

energy. Families want to be informed about school programs and children's progress as well as how to help at home (Kunin, 2000). Apparently, children feel the urgency for parents to get involved too, since 72% of students, ages 10–13, say they would like to talk to their parents more about their homework (Brown, 2000). If a lack of parental interest is strongly associated with children's academic difficulties and low achievement, then parents really do need to find a way to stay involved (Brown, 2000).

Other individuals who veer from the schools tend to be racial and ethnic minorities, and those who have less income or less ease with the English language (Moles, 2000). Although language could be a barrier, there must be a more comfortable way to communicate with school personnel. It may seem surprising, but most parents, regardless of race, language barriers, or educational background, opt for guidance from the schools on ways to help their children become better learners (Moles, 2000).

Quality time with families remains a top concern. Kunin (2000) states that 75% of employed parents who spend more than 40 hours per week on the job feel that they do not have enough time with

their children. More than 51% of working women report worrying a great deal about not having enough time with their children and families, a concern they ranked higher than crime (Kunin, 2000). Likewise, according to the National Center for Education Statistics (1998), approximately 43% of all parents feel the importance lies with working hand-in-hand with the school personnel. Nonetheless, about 57% of women with pre-school children under the age of 6 will be employed outside the home, as well as two-thirds of those with school-age children (Parkinson, 1997). Therefore, 70% feel a much larger urgency to be home for the children, reviewing the school events and supporting the children's education, while still at home (Hatch, 1998; Parkinson, 1997).

A study showed parents reported low levels of activity regarding communication with schools and school-related activities (Hoberect, 1998). The study also showed parents felt as if they were the primary experts of their child. This is consistent with the findings that parent involvement practices were primarily determined by parent beliefs about what is important to help their child succeed in school. The study also showed parents that school personnel tend

to see parent involvement as practices (i.e., attend PTA meetings), whereas parents see involvement as helping their child succeed. Knowing this, an effort could be put forth where parents and the school staffs are united as a team; therefore, something miraculous occurs as the achievement of students improves and parents are content (Hatch, 1998).

Communicating with parents and the community further helps each member move past the 'olden days' of bake days and craft sales (Cavarretta, 1998). Communicating with parents also helps to create a foundation for teachers (Gross, 1998). Once parents and school personnel work together as a team, the children become more successful (Finn, 1998; Hatch, 1998).

When teachers struggle with students who are not grasping the curriculum, teachers quickly turn to parents for support (Cohn-Vargas & Grose, 1998). According to Giannetti and Sagarese (1998), by enlisting the parents as an ally rather than critiquing children, teachers can begin to open the lines of communication.

Teachers can look to the parents for help even if they do not or cannot make the first contact. Furthermore, parent who work with teachers as a team feel better connected to the administration of schools (Holiday & Holiday, 1997).

According to Laud (1998), a study done in 1994 showed administrators normally expended as much as three-quarters of their time communicating with parents, staff and children. If communication is important to school administrators, it should be implemented, given that communication is the educational value of leaders (Drucker, 1998; Goldman, 1998). Administrative outreach to the parents and children builds stronger public support as well (Brandt, 1998). Making parents feel welcome is the first step to helping them feel a part of any school.

Communication Through a Web-site

Communication is relevant for the parents, teachers, school personnel and children (Gross, 1998; Zdenek, 1998). One possible answer to improve communication in schools is through a web-site (Cadwallader, 2000; Caruso, 1998; Trilling &

Hood, 1999). The Internet, by design, supports freedom of speech and becomes a work in progress where anyone is free to publish information or an opinion (Caruso, 1998). By 1998, 89% of all schools had access to the Internet (Roberts, 1999). This was an increase of 11% from the 78% reported in 1997, which helps to make the feasibility of building a school-wide web and updating the site even more probable (Roberts, 1999).

The administrators and educators in public schools in the United States have continued to make progress toward meeting the goal of connecting every school to the Internet by the year 2000. Indeed, schools have shown increases every year since 1994, when only 35% of public schools were connected to the Internet (Roberts, 1999). Studies show that more than 75% percent of parents encourage children to use a computer, and 86% of this group believes that a computer is the most beneficial, effective product they could buy to expand their children's opportunities (Brown, 2000). Due to the

fact that 57% of households with a combined annual income of more than $40,000 have a personal computer, then technology could be the newest communication tool available (Brown, 2000).

When school technology, such as a school-wide web page is designed well, personnel in any district, school administrators, or classroom web-sites can significantly change the relationship among administrators, parents and teachers (Winters, 1999). By utilizing a school-wide web-site, the entire community could become a part of the school's support system (Caruso, 1998; Ysseldyke & Nelson, 1998).

In a recent poll among community leaders, 70% believe that encouraging parental involvement is the most effective way to improve education (Roberts, 1999). Not only could computer technology improve education, but also it might help motivate the less involved parents of secondary schools (Winters, 1999). Richard W. Riley, the U.S. Secretary of

Education further endorsed that, "The support of businesses are crucial to improving education in America. When businesses get involved, schools get better and our nation's prosperity is insured" (Roberts, 1999, p. 13).

Web-sites have the capability to offer good information, clear concepts and opportunities for administrators, teachers, parents, children and community to share ideas, practices, problems and solutions (Simon & Salinas, 1998; Stetson & Bagwell, 1999). Any school web-site could also provide peace of mind, hence nearly

70% of parents believe that it is extremely important for them to spend time at home checking on homework, reading with their children, talking about events in school, and simply being there for

their children (Brown, 2000). Madeleine Kunin (2000), the U.S. Deputy Secretary of Education stated the issues and outcomes when she said,

> Working families are good at juggling...trying to fit everything into one day, maintaining a household, caring for the kids, and doing a good job at work. But sometimes the ball drops. That's when a family friendly employer, and a caring school, can make all the difference, so that children receive both the care and love that they need. (p. 4)

Parents who often feel that educators talk down to them, or speak in educational jargon they do not understand, could change their attitudes through a web-site (Norman, 1999). This type of technology gives administrators, teachers, and parents the common language that they need to be an effective team that works toward a common goal (Kunin, 2000). For example, it is a frustration for teachers and parents when children leave their homework behind.

With a school web-site of that assignment, and an almost limitless supply of other educational information, better adjustments could be just a few clicks away (Cadwallader, 2000; Quinones & Kirshstein, 1998). In a recent survey, 79% of parents reported that they want to learn more about how to

be in involved in their children's learning, but they were not sure where to begin (Roberts, 1999). New technologies facilitate communication between administrators, teachers, and parents, making it possible for parents to be aware of what their children are doing in school each day, and to establish ongoing relationships with school personnel (Brown, 2000; Norman, 1999).

Teachers can communicate with parents by posting newsletters, instead of depending on children to tote them home in backpacks (Pool, 1998). Administrators can also display school-wide events to parents and children. Many school web-sites are now adding page links for each teacher--accessible day and night by students, parents, and anyone else with an Internet-capable computer (Cadwallader, 2000). This new-age school technology opens a world of interactive possibilities (Trotter, 1997). Parents who work have limited opportunities to communicate with school personnel; however, by creating web pages, parents will be

able to keep up with their student's performance and stay current on all school activities (Cadwallader, 2000). Not only will communication improve, but also this technology may have a strong effect on student improvement. In the near future, parents could access their children's grades from home using a password, and students who are sick at home could do their homework, and send it to their teacher electronically (Cadwallader, 2000). Given a school's web-site, the objectives are clear, teachers can apply the most effective teaching strategies, and parents can continue the learning at home in simple, enjoyable ways with the children (Kunin, 2000).

Studies show children spend an average of 32 minutes on-line each day. School-wide web-sites become beneficial resources for children to communicate with school personnel (Land, 1999). Communicating with school officials helps children to become part of the educational decisions plus children can even boast about their hard work on school web-sites (Wehmeyer & Sands, 1998).

Parents who also want to participate in children's education, but would prefer to work with children at home can feel connected to a school through a web-site (Grossman, 1998). If families are to be involved as true partners in their children's education, it is imperative to make available, ongoing opportunities to listen to their concerns and comments as well as providing them correct information in a positive fashion (Moles, 2000). Together, teachers and parents make a great team to help children get a good start.

Communicating Through E-mail

Parents who are overwhelmed in the business world may appreciate the ability to use significant resources such as e-mail to contact a teacher, instead of "catching" teachers on their conference period (Imel & Wagner, 1998). Both parents and students can benefit communicating with school

personnel, since a majority or 63% feel comfortable communicating with the school personnel through the use of a web-site and e-mail system (Rose & Gallup, 1998).

Communicating through e-mail regularly means more than detailing problems. Communicating means informing families about the good things that happen in a student's day as well (Kunin, 2000). Corresponding with positive e-mail could definitely benefit school personnel. Campuses could routinely post and update activities and calendars, school lunch menu, read class

notes, as well as provide e-mail links for parents and teachers to communicate (Cadwallader, 2000; Winters, 1999). E-mail is a strong alternative to the paper memos and backpack papers, especially since only one-third of the school assignments and papers never reach their final destination of parents' homes (Winters, 1999).

Therefore, E-mail certainly can become a powerful and instant communication tool.

Students could also find e-mail beneficial. Students who wish to use e-mail may find themselves as active participants with curriculum-linked activities (Epstein, 2000). According to recent studies, 85% of teenagers have home computers they already use for school-related tasks (Brown, 2000). By asking questions to newsgroup or other educational links, a student could instantly open the door to knowledge, creating a learning environment not only at school, but also at home (Caruso, 1998; Trilling, 1999).

Studies showed that children learning at a home in an educational environment can have an effective influence on school performance, especially in schools with low-income and minority families (Moles, 2000). According to Hoberecht's (1998) survey, parents and teachers agreed community outreach was vital. Many parents realized that a principal's office, for example, can be intimidating. Creating a web-site not only opens the educational door to technology, but also takes one giant step in the right direction (Brandt, 1998; Degnan & Jacobs 1997). Building a

school web-site creates less intimidation and more communication. School web-sites can certainly help administrators, teachers, and parents contribute to a stronger future.

CONCLUSIONS

Most parents and families desire to provide the best future possible for their children. Strong reading and math computation skills along with superb organizational abilities remain important areas of strength. Parents also feel that these strengths are vital to help successful children through the school years. Nonetheless, despite their interest and good intentions, some families are unaware of how to become more actively involved in schools. Other parents say they feel uncomfortable and unwelcome in their children's schools, while others are prevented from becoming involved by conflicts between work and school schedules.

School personnel know that dialogic communication, along with parent involvement, are a necessity in today's complex society. Nevertheless, scheduled conferences are often held during the day, notes and report cards are usually sent home by way of the

children, and phone calls are still returned at the convenience of school personnel.

If school personnel want real communication, they need to start treating parents and community leaders as true partners--partners who have their own needs, as well as their own special expertise to contribute to the growth and development of children in our nation's schools.

As a result, communication becomes the foundation upon which schools must structure their success. To establish a community within a school, however, requires taking the best assets of the administrators, staff, parents and children and blending them together, so that in partnership, they are working together for a common vision and stronger possibilities of communication. The closer the relationship approaches a comprehensive, well-planned partnership, the more apt students are to achieve. Finding the answer to the right balance, while building this strong partnership, may be found in a strategic plan through diverse technology.

Technology has much to offer for the future vision of any school and improved communications. One possible tool that can be utilized by technology is a school-wide web-site. A web page provides a strong

device for communication. Schools, which have web-sites, let students recognize that administrators, school personnel and parents are a team, working toward each child's full potential. A school web-site is a perfect place to start, uniting people who share a common vision, direction and own a sense of community.

There are no longer questions about whether new technologies, such as a web-site, are an important tool. There are other relevant questions. How will this technology transform the possibility for daily communication?

How will technology enhance the administrator's school goals and vision? It is important to keep in mind that the web-site is a tool; its success is not in being, but in being updated continuously and used successfully.

When administrators, school personnel, families and communities work together and communicate in partnership, students are made aware that schools are important from parents, teachers and community leaders. They also perceive that caring people in all these environments are investing time and resources to help them

succeed. Hopefully, by working as a team, success will follow, creating a brighter future ahead for the children.

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Appendix

Chisholm Trail Intermediate School

34

"The Trail To Excellence"

Texas Education Agency 1996-1998 "RECOGNIZED SCHOOL"

Keller Independent School District
3901 Summerfields Blvd. Fort Worth, Texas 76137
(817) 847-1212

School Location | *School Hours* | *Keller ISD Calendar*

Principal's Message
Asst. Principal's Message
Counselor's Message
Chisholm Trail (CTI) Staff
CTI Teacher of the Year
CTI Library Hours
CTI Cool Links
CTI Weather Information
Bus Schedule
Practice TAAS On-Line
D.A.R.E. Program
School Supply List

KISD Lunch Menu
PTA President's Message
PTA Committee
PTA Calendar
Keller ISD School Facts
Keller ISD School Board
Keller ISD Directory
Keller ISD Schools
Keller ISD Attendance Zone Maps
New Student Registration
When Your Child is Sick

Special Thanks to Internet America

Chisholm Trail Search Links
| *AltaVista* | *Excite* | *Hotbot* | *Infoseek* | *Webcrawler* | *Yahoo* |

Enter a City or US Zip: get

Fort Worth, TX
Reported by Fort Worth,TX
Fair

Click for Forecast

Mon Nov 27 9:5u pm CST
Temperature: 50°F/10°C
Humidity: 77%
Barometer: 30.04in/1018mb
Winds: Not Available

THE WEATHER CHANNEL
weather.com

35

Microsoft Internet Explorer Netscape

Best Experienced With Either
Microsoft Internet Explorer or Netscape Communicator

Web Site Created by Ruben Flores

Search Page

You are Visitor:
[redacted]
FastCounter by LinkExchange

Chisholm Trail Intermediate School

36

Chisholm Trail Intermdiate School thanks Internet America for the use of this dial-up account. Internet America, a Metroplex-based ISP through their generosity has furnished our Home Page. We would like to express our thanks to the people at Internet America for their support of public education and Chisholm Trail Intermediate School.

Internet America Home Page

Return to Home Page

Chisholm Trail Intermediate School

37

Keller Independent School District
3901 Summerfields Blvd. Fort Worth, Texas 76137
(817) 847-1212

Mapsco 35M - (Click to view map)

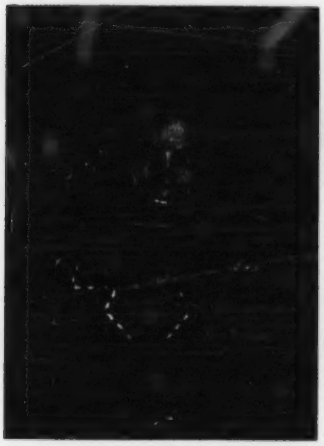
Microsoft Expedia Map of Chisholm Trail Intermediate

Return to Home Page

Chisholm Trail Intermediate School

38

Principal's Message



Welcome to Chisholm Trail Intermediate School!

The entire staff would like to welcome you to Chisholm Trail. Our outstanding facility was built in 1994 and won an architectural design award in 1995. Not only is the building an impressive facility, but the instructional program is as equally impressive. As a ***Recognized School*** for 1996-1997 and 1997-1998, the staff shares a vision of a school that will be a good transition between elementary and middle school while meeting the individual needs of the students.

Chisholm Trail has approximately 1200 fifth and sixth graders who come to us from our feeder elementaries of Heritage, Parkview, Park Glen and Whitley Road. A fifth and sixth grade school may be a unique concept to you, but the staff has embraced this idea to uniquely design a school and its programs to meet the needs of 10, 11 and 12 years olds. Although our philosophy is to run an "upper elementary" school, we can still provide opportunities through our 30+ clubs for students to become involved in extra curricular activities.

Coming to a large school may make new students feel overwhelmed; therefore, both fifth and sixth grade students are assigned a team comprised of two to three teachers. This team of teachers will teach all academics to the students and be located in close proximity to each other. This instructional approach allows students to identify with a smaller group of students and relate closely with a small number of teachers. Our student council members welcome each new student so as to make an easy transition the first day.

I invite all parents to be active "team" members in your child's education. The Chisholm Trail staff will be glad to answer any questions you may have about the school and our PTA would willingly answer questions you may have about the community. The PTA is a strong, supportive group of parents who work tirelessly for the Chisholm Trail students and welcome new parents who want to become active.

Please feel free to contact the administrative staff if we can be of any assistance. Chisholm Trail's Assistant Principals, Janie Carradine and Jayne Flores, and Counselors, Tracye McDonald and Ruth Beene , share my commitment to make you feel welcome and assist in any way as you move into our community. I look forward to meeting you.

Chisholm Trail Intermediate School

39

Message from the Assistant Principals

Janie Carradine

Chisholm Trail is dedicated to making the transition from elementary to middle school a positive, and hopefully painless experience. We, as assistant principals, are committed to help meet the needs of this unique age of preadolescence. As the assistant principals, we coordinate Special Education Services, Student Support Services and the administration of tests.

SPECIAL EDUCATION SERVICES include specific programs for students with learning disabilities or specific learning needs.

Jayne Flores

STUDENT SUPPORT SERVICES identify students who are having academic problems and monitor their progress on a regular basis. This program endeavors to provide every opportunity for student success.

TESTING of students is a necessary part of our curriculum. It enables our school to deliver instruction in the most effective ways possible. Testing provides informative data to parents, teachers and administrators regarding the progress of our students.

Please feel free to visit or call us anytime. You and your child are important to us.

Sincerely,

Janie Carradine
Jayne Flores

Return to Home Page

Chisholm Trail Intermediate School

40

Message from the Counselors

Tracy McDonald

Hello and Welcome! The counseling program at Chisholm Trail Intermediate School is open to all students. The main focus of this program is to help students get the most of their education while they are here. The transition from elementary to the intermediate situation can sometimes be stressful. Hopefully, through our services, some of that stress can be dealt with in a positive and productive manner.

There are three main ways that we serve our students. These are classroom lessons, small groups that deal with a range of topics, and individual visits. Parents can request that their child visit with us, as well as teachers, staff, and the students themselves.

Every student is important and deserves to be valued. Please feel free to contact us. We'll be glad to try and answer any questions you might have, and if we don't have an answer, we'll try to help you find one. We believe communication between parents, teachers, students, and staff are key to your child's success. Our goal is to help foster this type of relationship to help ensure your child's productive education.

No Picture

Ruth Beene

Sincerely,

Tracye McDonald
Ruth Beene

Return to Home Page

Chisholm Trail Intermediate
Staff Directory

41

Top

Search by Category
(Click on Category)
ADMINISTRATORS
SECRETARY
SPECIALISTS
AIDES
TEACHERS

Back to Top

ADMINISTRATORS	
Principal	Frost, Vickie
Assistant Principal	Carradine, Janie
Assistant Principal	Flores, Jayne

Back to Top

SECRETARY	
Secretary	Price, Kay

Back to Top

SPECIALISTS

Counselor	Tracy McDonald
Counselor	Ruth Beene
Nurse	Ankerson, Adrianne
LIFE	Guess, Jennifer
Resource	Marshall, Tim
Behavior Modification	Short, Debbie
ESL	Umpierre, Inia
Music	Cockroft, Gail

AIDES	
PE	Allen, Susan
Library	Anderson, Stacy
ISS	Dorsey, Tommy
Resource	Dunn, Lisa
Office	Fowler, Beverly
PE	Higgins, Darla
Diagnostician	Ingram, Pam
Reading Resource	Montalvo, Grace
Lunch Room Monitor	Ruther, Julie
Lunch Room Monitor	Sauls, Suzanne
LIFE	Stout, Shannon

43

Back to Top

TEACHERS	
GRADE/TEAM	**TEACHER**
5/1	Drew, Judy
5/1	Modisett, Judy

5/2	Rische, David
5/2	Kelley, Candice
5/3	Bohannan, Anne
5/3	Wakefield, Wendy
5/4	Riggs, Debi
5/4	Adams, Katie
5/4	Drake, Trina
5/5	Horder, Marsha
5/5	Bockman, Kelly
5/5	Crossland, Shane
5/6	Connaway, Sherry
5/6	Dolan, Karen
5/7	Foster, Diana
5/7	Odom, Jim
5/7	Newburn, JoAnn
5/8	Biber, Anita
5/8	Thompson, Brian
5/8	Owen, Janette
5/9	Gusick. Holly
5/9	Teague, Lou
5/10	Llewellen, Juli
5/10	Telschow, Laura
5/11	Gilde, Sarah
5/11	Hudson, Brandi
6/1	Sapp, Monica
6/1	Post, Kelli
6/1	Kanaga, Melissa
6/2	Hamilton, Brian

44

6/2	Alvord, Susan
6/2	Baker, Karen
6/3	Pope, Melanie
6/3	Brasher, Jamie
6/3	Borg, Vera
6/4	Calaty, Janet
6/4	Koons, Cheryl
6/4	Daniels, Kris
6/5	Stitt, Jim
6/5	Parton, Beth
6/6	Mize, Khristi
6/6	Cox, Therese
6/6	Karov, Krista
6/7	Stout, Cori
6/7	Kopacki, Donna
6/7	Zenkner, Christina
6/8	Leatherman, Mylinda
6/8	Kirk, Kerri
6/8	Hitchborn, Audra
6/9	Anderson, Kim
6/9	Padgett, Susan
6/9	Burt, Pat

45

Back to Top

Return to Home Page

APRIL Elementary Lunch Menu (Grades 1 - 6)

Monday	Tuesday	Wednesday	Thursday	Friday
3 *Ham* -or- *Chicken Rings* -or- *Chef Salad & Roll** Roll Peas Mashed Potatoes Juice	**4** *Cheese Enchiladas* -or- *Pizza Hut Pizza* -or- *Grilled Chicken/Bun** Beans Salad Juice Apple Crisp	**5** *Chicken Vittles* -or- *Steak Fingers* -or- *Turkey** Mashed Potatoes Roll Mixed Fruit Juice	**6** *BBQ on Bun* -or- *Pizza Hut Pizza* -or- *Potato Bar* Green Beans Salad Juice Ice Juicy	**7** *Grilled Cheese Basket* -or- *Hamburger Basket* -or- *Sub Basket** Fries Salad Pears Juice Pudding
10 *Chicken Dippers & Sauce* -or- *Chicken Rings* -or- *Chef Salad & Roll** Roll Mashed Potatoes Carrots Pears Juice	**11** *Munchable* -or- *Pizza Hut Pizza* -or- *Grilled Chicken/Bun** Veggie Sticks Orange Cinnamon Apples Juice	**12** *Cnicken Tenders* -or- *Steak Fingers* -or- *Baked Chicken** Roll Mixed Veggies Macaroni & Cheese Applesauce Juice	**13** *Taco Bell Burrito* -or- *Pizza Hut Pizza* -or- *Potato Bar & Roll** Corn Salad Juice Ice Juicy	**14** *Grilled Cheese Basket* -or- *Hamburger Basket* -or- *Sub Basket** Fries Salad Pineapple Rice Crispy Cookie Juice
17 *Chicken Fried Steak* -or- *Chicken Rings* -or- *Chef Salad & Roll** Roll Mashed Potatoes Carrots Pears Juice	**18** *Taco Salad* -or- *Pizza Hut Pizza* -or- *Grilled Chicken/Bun** Corn Salad Spicy Peaches Juice	**19** *Chicken Rings* -or- *Steak Fingers* -or- *Turkey** Mashed Potatoes Roll Green Beans Mixed Fruit Juice	**20** *Chicken Vittles* -or- *Pizza Hut Pizza* -or- *Potato Bar & Roll** Peas Salad Pears Ice Juicy Juice	**21** *STUDENT HOLIDAY*
24 *Ham* -or- *Chicken Rings* -or- *Chef Salad & Roll** Roll Green Beans Mashed Potatoes Peaches Juice	**25** *Tacos* -or- *Pizza Hut Pizza* -or- *Grilled Chicken/Bun** Corn Salad Apple Crisp Juice	**26** *Chicken Tenders* -or- *Corn Dog* -or- *Sweet & Sour Chicken** Roll Macaroni & Cheese Peas Pineapple Juice	**27** *Spaghetti & Bread* -or- *Pizza Hut Pizza* -or- *Potato Bar & Bread** Mixed Veggies Salad Ice Juicy Juice	**28** *Grilled Cheese Basket* -or- *Hamburger Basket* -or- *Sub Basket** Fries Salad Mixed Fruit Rice Crispy Cookie Juice

Students must choose one of the three entree choices.

* *indicates lower fat entree.* A Variety of milks is offered with each meal.

Breakfast	**Milk**	**Lunch**	**Lunch**	
Student $.85 Adult $1.10	$.30	Elem.- $1.60 Intermediate- $1.60	Adult-$2.20	

47

Secondary Lunch Menu (Grades 7 - 12)

KISD Bistro

Monday	Mr. Jim's Pizza - $1.50
	Chicken Rings - $1.25
	Nachos / Potato Bar - $1.25
	Egg Roll - $1.25
	Grilled Cheese / Hot Dog - $1.25
Tuesday	Personal Pizza/Pizza Pocket - $1.50
	Steak or Chicken & Bun - $1.50
	Taco / Quesadilla - $1.25(3)
	BBQ on Bun - $1.25
	Cheese Sticks(4)/Onion Rings - $1.25
Wednesday	Mr. Jim's Pizza - $1.50
	Chicken Rings - $1.25
	Croissant Sandwich - $1.25
	Corn Dog - $1.25
	Frito Pie / Chicken Dippers - $1.25
Thursday	Taco Bell Burrito - $1.25
	Sub Sandwich - $1.25
	Enchiladas / Taquitos(5) - $1.25
	Personal Pizza - $1.50
	Hamburger - $1.25
Friday	Mr. Jim's Pizza - $1.50
	Chicken Tenders - $1.50
	Taco Salad / Egg Roll - $1.25
	Chicken Filet & Bun - $1.50
	Mac & Cheese / Crispitos - $1.25

Daily: Fries-$1.00 or Curly Fries-$1.25
Menus to change.

KISD Combo Cafe

Combo Select 3 - 5:
Meat, Bread, Fruit / Veg & Milk
Middle School - $1.80 ;High School - $1.85
Reduced - $0.40

	Entree's	Sides
Monday	Chicken Rings Corn Dog Steak Fingers Potato Bar*	Mashed Potatoes Green Beans Salad/Peaches Hot Roll
Tuesday	Pizza Hut Pizza Taco Bell Burrito Hot Dog Spaghetti*	Mixed Veggies/Fries Salad Applesauce Rice
Wednesday	Chicken Rings Baked Chicken* Grilled Cheese Chef Salad*	Mashed Potatoes Peas Salad/Pears Hot Roll
Thursday	Pizza Hut Pizza Taco Salad Nachos Grilled Chicken & Bun*	Tater Tots/Beans Mixed Fruit Cinnamon Apples Rice
Friday	Hamburger BBQ Sandwich Taco Bell Burrito Sub Sandwich*	Fries/Corn Salad Pineapple Pudding

Entree's - $1.25 | Sides - $0.75
*indicates lower fat entree

When should I keep my child at home?

48

We encourage you make every effort to ensure that your child is at school - on time - every day. Your child's attendance at school is not only required by law, it is also vitally important to his or her education. But we share your concerns for your child's physical welfare (as well as the health of your child's classmates) and realize that there are times when it is more prudent for your child to be under your care at home. We often get questions about when to keep a sick child at home. To guide you in deciding whether to keep your child home, our School Nurse has outlined the following criteria:

KEEP YOUR CHILD AT HOME WHEN:

- Your child has a temperature of 100 degrees or higher.
- Your child has diarrhea or vomiting.
- Your child has a rash of unknown origin.
- Your child has red, runny eyes or wakes up with eyes "glued" shut.
- Your child complains of ear pain, with or without fever.

YOUR CHILD MAY RETURN WHEN:

- Your child is fever free for 24 hours without the use of Tylenol or other fever reducer.
- Your child is free of diarrhea and vomiting for 24 hours.
- You have consulted a health care professional for the appropriate antibiotic therapy or other care.

You know your children best. If they don't seem well, they probably aren't. If necessary, keep them home and consult a health care professional.

REMEMBER: Medication must be kept in the school clinic with both a doctor's and a parent's signature authorizing permission for dispensing the medication. This includes cough drops and other over-the-counter medicines. Medications sent in baggies, envelopes, Tupperware, etc., will not be given. Ask your pharmacist to provide a second labeled bottle to leave at school as prescription medication must be in the original, currently labeled pharmacy bottle. Antibiotics prescribed for three times a day should be given before school, after school and at bedtime for maximum effectiveness of blood levels.

Return to Home Page

Chisholm Trail School Library Hours

Monday - 8:10am to 4:00pm
Tuesday - 8:40am to 4:00pm
Wednesday - 8:40am to 4:00pm
Thursday - 8:10am to 4:00pm
Friday - 8:10am to 4:00pm

No Backpacks, Food or Drinks Allowed In Library

Return to Home Page

Chisholm Trail Intermediate School

50

Top

Bus Schedule

CHISHOLM TRAIL INTERMEDIATE SCHOOL

ROUTE: 107A-231
107P-231

- CORNER OF JUSTIN CT AND WHITLEY RD 7:49 A.M. 4:27 P.M.
- CORNER OF GRAYSON CT AND WHITLEY RD 7:50 A.M. 4:25 P.M.
- CORNER OF BIRCHILL RD AND CEDARHILL RD 7:54 A.M. 4:21 P.M.
- CORNER OF BIRCHILL RD AND MAPLEHILL RD 7:55 A.M. 4:19 P.M.
- CORNER OF MAPLEHILL RD AND OAKHILL DR 7:56 A.M. 4:18 P.M.
- CORNER OF AMBER DR AND OAKHILL DR 7:57 A.M. 4:15 P.M.
- CORNER OF BENNINGTON DR AND SARAH CT 7:59 A.M. 4:13 P.M.
- CORNER OF KARY LYNN DR S AND QUAIL RUN 8:03 A.M. 4:11 P.M.
- CORNER OF NANCI DR AND QUAIL RUN 8:03 A.M. 4:08 P.M.
- CORNER OF JUDY DR AND SUSAN CT 8:05 A.M. 4:07 P.M.
- CORNER OF ECHO HILL DR AND KARY LYNN DR S 8:07 A.M. 4:05 P.M.

Go to Top

ROUTE: 107A-232
107P-232

- CORNER OF WOODSTOCK DR AND BLACK WING DR 7:45 A.M. 4:35 P.M.
- CORNER OF WINDWILLOW DR AND WOODSTOCK DR 7:47 A.M. 4:34 P.M.
- CORNER OF WINDWILLOW DR AND HALTOM RD 7:47 A.M. 4:33 P.M.
- CORNER OF AMBERDALE DR AND BRAEVIEW DR 7:48 A.M. 4:30 P.M.
- CORNER OF DAFFODIL CT AND WESTERN CENTER BLVD 7:50 A.M. 4:28 P.M.
- CORNER OF OLD STONE RD AND WESTERN CENTER BLVD 7:51 A.M. 4:26 P.M.
- CORNER OF SILVER SAGE DR AND JUDITH WY 7:53 A.M. 4:24 P.M.
- CORNER OF GOODNIGHT CIR AND KIMBERLY CT 7:55 A.M. 4:22 P.M.

- CORNER OF GOODNIGHT CIR AND SILVER SAGE DR 7:56 A.M. 4:21 P.M.
- CORNER OF VINCENT TER AND SILVER SAGE DR 7:57 A.M. 4:20 P.M.
- CORNER OF EMBER GLEN DR AND LARKSPUR DR 8:00 A.M. 4:17 P.M.
- CORNER OF LARKSPUR DR AND WISTERIA LN 8:01 A.M. 4:16 P.M.
- CORNER OF FOSSIL RIDGE DR AND SILVER SAGE DR 8:07 A.M. 4:08 P.M.
- CRNR BROOK ANN CT AND MARYANNE CT 8:08 A.M. 4:10 P.M.
- CORNER OF MARYANNE PL AND FOSSIL RIDGE DR 8:09 A.M. 4:09 P.M.

51

ROUTE: 107A-233

107P-233

- CORNER OF CAMBRIAN WY AND TRILOBITE TR 7:46 A.M. 4:27 P.M.
- AMLI ON THE GREEN APT. 7:50 A.M. 4:30 P.M.
- CORNER OF RIVERSIDE DR AND STONE CREEK LN 7:53 A.M. 4:24 P.M.
- CORNER OF BUCKHORN PL AND BUCKHORN CT 7:57 A.M. 4:18 P.M.
- CORNER OF LONGLEAF DR AND SPOONWOOD LN 7:59 A.M. 4:15 P.M.
- CORNER OF SPOONWOOD LN AND FAIRWAY CROSSING DR 8:01 A.M. 4:14 P.M.
- CORNER OF SPOONWOOD LN AND N BEACH ST 8:02 A.M. 4:12 P.M.
- CORNER OF SILVER SAGE DR AND SUNNYBANK DR 8:09 A.M. 4:06 P.M.
- CORNER OF SILVER SAGE DR AND POPPY DR 8:11 A.M. 4:05 P.M.
- CORNER OF MOSS ROSE DR AND SUNNYBANK DR 8:13 A.M. 4:03 P.M.

Go to Top

ROUTE: 107A-234

107P-234

- CORNER OF GREYLOCK DR AND ISLAND PARK DR 7:41 A.M. 4:42 P.M.
- CORNER OF SEQUOIA WY AND ST CROIX WY 7:43 A.M. 4:37 P.M.
- CORNER OF MERCED DR AND WOODLAND WY 7:46 A.M. 4:34 P.M.
- CORNER OF SPANISH RIVER TR AND SLIDE ROCK 7:49 A.M. 4:31 P.M.
- CORNER OF SLIDE ROCK RD AND UNION LAKE DR 7:50 A.M. 4:30 P.M.
- CORNER OF REDWOOD TR AND CEDAR RIVER TR 7:53 A.M. 4:28 P.M.
- CORNER OF PARKSIDE TR AND PARKSIDE WAY 8:04 A.M. 4:17 P.M.
- CORNER OF VERONICA DR AND WINEBERRY DR 8:08 A.M. 4:02 P.M.
- CORNER OF BLACKTHORN DR AND JASMINE DR 8:10 A.M. 4:12 P.M.
- CORNER OF HIBISCUS ST AND JASMINE DR 8:12 A.M. 4:05 P.M.
- CORNER OF FIRE HILL DR AND SCOTS BRIAR LN 8:13 A.M. 4:10 P.M.
- CORNER OF MOSS ROSE DR AND FIRE HILL DR 8:14 A.M. 4:09 P.M.
- CORNER OF ROSE OF SHARON LN AND SILVER SAGE DR 8:15 A.M. 4:08 P.M.
- CORNER OF SILVER SAGE DR AND WINTERHAZEL CT 8:16 A.M. 4:06 P.M.

ROUTE: 107A-235

107P-235

- CORNER OF NATCHEZ TR AND EVERGLADES CR 7:45 A.M. 4:32 P.M.
- CORNER OF QUACHTA CROSSOVER ST AND MT SHASTA CR 7:47 A.M. 4:30 P.M.
- CORNER OF MT SHASTA CR AND GRAND TETON TR 7:48 A.M. 4:28 P.M.

- CORNER OF GRAND TETON TR AND KLAMATH MOUNTAIN RD 7:50 A.M. 4:27 P.M.
- CORNER OF GLEN CANYON RD AND KLAMATH MOUNTAIN RD 7:54 A.M. 4:24 P.M.
- CORNER OF LAKE MERIDETH WY AND LAKE POWELL DR 7:56 A.M. 4:22 P.M.
- CORNER OF CATLOW VALLEY RD AND ROGUE RIVER TR 7:58 A.M. 4:21 P.M. 52
- CORNER OF BLUE WATER LAKE DR AND BRYCE CANYON DR W 8:00 A.M. 4:19 P.M.
- CORNER OF BRYCE CANYON CT AND BRYCE CANYON DR W 8:01 A.M. 4:17 P.M.
- CORNER OF BRYCE CANYON DR AND MORMON TR 8:02 A.M. 4:15 P.M.
- CORNER OF BEAR LAKE DR AND MESA VERDE TR 8:04 A.M. 4:14 P.M.
- CORNER OF MESA VERDE TR AND TURTLE RIVER CT 8:06 A.M. 4:12 P.M.
- CORNER OF WHITE HILLS DR AND WAGON RUN DR 8:10 A.M. 4:08 P.M.
- CORNER OF CHACO TR AND TEAL DR 8:16 A.M. 4:05 P.M.
- CORNER OF INDIANA AV AND FIREHILL DR 8:18 A.M. 4:03 P.M.

Go to Top

ROUTE: 107A-236

107P-236

- CORNER OF UNION LAKE DR AND OF SPANISH RIVER TR AN 7:45 A.M. 4:27 P.M.
- CORNER OF HOT SPRINGS LN AND REDWOOD TR 7:46 A.M. 4:25 P.M.
- CORNER OF GLEN SPRINGS TR AND RUSHMORE RD 7:48 A.M. 4:21 P.M.
- CORNER OF BLACK HILLS LN AND GLEN CANYON RD 7:50 A.M. 4:20 P.M.
- CORNER OF BLACK HILLS LN AND ARCADIA TR 7:52 A.M. 4:18 P.M.
- CORNER OF ARCADIA TR AND MARBLE CANYON DR 7:54 A.M. 4:17 P.M.
- CORNER OF CRESCENT LAKE DR AND DEER LODGE TR 7:56 A.M. 4:15 P.M.
- CORNER OF ARCADIA TR AND SQUAW CREEK CT 7:58 A.M. 4:11 P.M.
- CORNER OF BROKEN BOW DR AND ARCADIA TR 7:59 A.M. 4:10 P.M.
- CORNER OF ARCADIA CT AND ARCADIA TR 8:00 A.M. 4:09 P.M.
- CORNER OF GRAND MESA DR AND POINT REYES DR 8:02 A.M. 4:06 P.M.
- CORNER OF LOS PADRES TR AND CATLOW CT 8:03 A.M. 4:04 P.M.

ROUTE: 107A-237

107P-237

- CORNER OF STARNES RD AND MEADOWLARK LN 7:43 A.M. 4:42 P.M.
- CORNER OF HEATHER DR AND MEADOWLARK LN 7:44 A.M. 4:40 P.M.
- CORNER OF HEATHER DR AND EVERGREEN DR 7:46 A.M. 4:39 P.M.
- CORNER OF MEADOWBROOK DR AND MEADOWVIEW LN 7:47 A.M. 4:38 P.M.
- CORNER OF STARNES RD AND MEADOWBROOK DR 7:48 A.M. 4:36 P.M.
- CORNER OF MEADOWBROOK DR AND FAIRVIEW DR 7:52 A.M. 4:32 P.M.
- CORNER OF FAIRVIEW DR AND LARA LN 7:53 A.M. 4:32 P.M.
- CORNER OF WILLIS LN AND FAIRVIEW DR 7:53 A.M. 4:30 P.M.
- CORNER OF WHITLEY RD AND HILLVIEW DR 7:56 A.M. 4:28 P.M.
- CORNER OF CRAIGHTON DR AND SUNDOWN DR 7:58 A.M. 4:26 P.M.
- CORNER OF CRAIGHTON DR AND HILLTOP DR 8:00 A.M. 4:24 P.M.
- CORNER OF PRAIRIE DR AND FIREBIRD DR 8:02 A.M. 4:22 P.M.
- CORNER OF PRAIRIE CT AND PRAIRIE DR 8:03 A.M. 4:20 P.M.
- CORNER OF HUNTERS GLEN DR AND NORTH PARK 8:05 A.M. 4:15 P.M.

- CORNER OF SUNRISE DR AND RIPPLE SPRINGS DR 8:06 A.M. 4:17 P.M.
- CORNER OF PEAR TREE LN AND NORTH PARK DR 8:10 A.M. 4:14 P.M.
- CORNER OF BLOSSOM DR AND PARTRIDGE DR 8:11 A.M. 4:12 P.M.

53

ROUTE: 107A-239

107P-239

- CORNER OF LIZ LN AND NELSON TERR 7:57 A.M. 4:20 P.M.
- CORNER OF STARNES RD AND CEDARHILL RD 8:00 A.M. 4:18 P.M.
- CORNER OF ECHO HILL DR AND STARNES RD 8:01 A.M. 4:17 P.M.
- CORNER OF RIDGLEA DR AND INDIAN SPRINGS DR 8:03 A.M. 4:15 P.M.
- CORNER OF INDIAN SPRINGS DR AND COURTSIDE DR 8:03 A.M. 4:13 P.M.
- CORNER OF NORTH PARK DR AND INDIAN SPRINGS DR 8:05 A.M. 4:12 P.M.
- CORNER OF GREEN RIDGE DR AND INDIAN SPRINGS 8:06 A.M. 4:10 P.M.
- CORNER OF MEADOWBROOK DR AND LOMA VISTA DR 8:08 A.M. 4:07 P.M.
- CORNER OF WHITEHURST DR AND INDIAN SPRINGS DR 8:10 A.M. 4:05 P.M.

Go to Top

ROUTE: 107A-240

107P-240

- CORNER OF HIGHLAWN TE AND MEADOWBROOK DR 7:49 A.M. 4:29 P.M.
- CORNER OF HIGHLAWN TE AND KATIE LN 7:52 A.M. 4:28 P.M.
- CORNER OF NORTH PARK DR AND LAZY BROOK DR 7:54 A.M. 4:27 P.M.
- CORNER OF HIGHVIEW TER AND MEADOWBROOK DR 7:55 A.M. 4:24 P.M.
- CORNER OF MEADOWBROOK DR AND RIDGLEA DR 7:57 A.M. 4:22 P.M.
- CORNER OF MEADOWBROOK DR AND MEADOWLARK LN 7:59 A.M. 4:20 P.M.
- CORNER OF KARY LYNN DR N AND MEADOWBROOK DR 8:00 A.M. 4:19 P.M.
- CORNER OF WOODDALE DR AND KARY LYNN DR S 8:02 A.M. 4:16 P.M.
- CORNER OF KARY LYNN DR S AND MEADOWBROOK DR 8:03 A.M. 4:15 P.M.
- CORNER OF OAKVIEW CT AND HIGHTOWER RD 8:04 A.M. 4:14 P.M.
- CORNER OF BROOKDALE CT AND HIGHTOWER RD 8:05 A.M. 4:12 P.M.

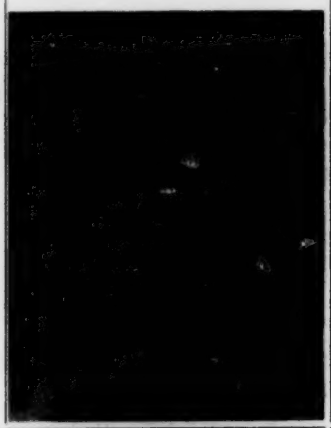
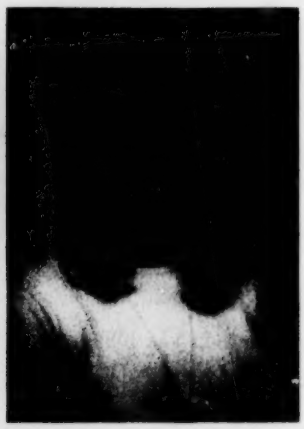
Go to Top

Return to Home Page

Chisholm Trail Intermediate School

54

Teacher of the Year

1998-1999	**Janet Calaty** 	**Khristi Mize** 
1997-1998	**Kim Anderson**	**Jayne Flores**

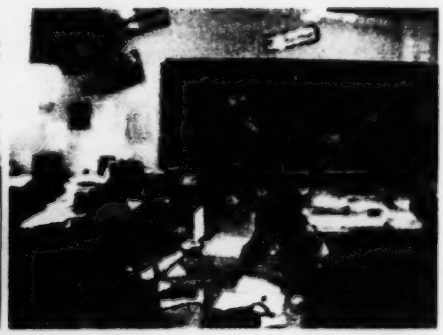
Math	No Homework.	[A & C] TAAS Obj. 8&9	No Homework	TAAS Objective (1-24).	Possible TAAS WKST.
Language Arts	TAAS Worksheet.	TAAS Worksheet Compare & Contrast due Thurs Book for Book Report due Thursday.	TAAS Practice. Spelling Pg 199-200, Compare & Contrast, Book Report Book.	TAAS Worksheet.	
Science	Ch. 8 Lesson 2.	No Homework.	No Homework.	Test Friday over CH 8.	
Social Studies	No Homework.	No Homework.	No Homework.	No Homework	
STEPS	KISD Surveys went home. Please return ASAP.	Field Trip payment due dates and costs went home.	None.	FHMS Cheerleading letter went home. Other Middle School TBA	

55

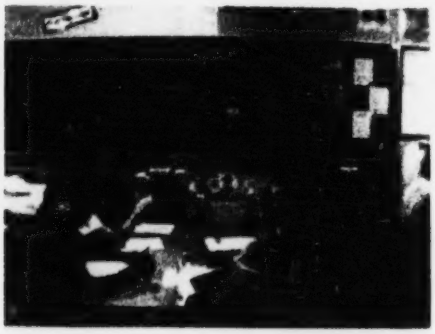
[redacted] **(usually given out at the beginning of the week and due when stated)**

Math	Language Arts	Science	Social Studies
none	Spelling Fun due Friday.	none	Tidbit not due until server is fixed!

Team 6-2 at-a-glance



56



Call and leave us a message or set up a conference. Our conference time is 1.33 to 2.19 everyday.
Please schedule conferences through the office to reduce conflicts with other meetings.
Send a message with your student. Tell them to give it to us in the morning because they tend to wait until their class time and frequently forget.
E-Mail us. Keller has set up e-mail accounts for us, and they are finally working reliably.
bhamilton@kellerisd.net, salvord@kellerisd.net, and kebaker@kellerisd.net are all up and running.

Keller ISD Home Page
CTI's Home Page

Chisholm Trail Intermediate

57

1999-2000 PTA Committee

NAME	POSITION	PHONE#
Teena Noel	President	577-3250
Joan Henry	1st VP - Membership	
Jim Stitt	2nd VP - Programs	
Sheryl Baker	3rd VP - Budget-Finance	
Eve Guilbeau	4th VP - Hospitality	
Connie Ondo	4th VP - Parent Ed	
Monica Baxter	Secretary	
Anita Bagwell	Treasurer	
Pam Masters	Historian	
Sheri Osborne	Parliamentarian	
Lisa O'Connor	PTA Handbook	
Stephanie Bussinger	Room Representative	
Caroline Davis	Volunteer Coordinator	
Sandra Goodman	Annual	
Patty Cairy	Cultural Arts	
Dixie Emery	Environmental	
Norma Cross	Special Events Coordinator	

Chisholm Trail Intermediate School

58

PTA Calendar

EXECUTIVE MEETING DATES:

We will meet at Chisholm Trail Intermediate in the Teachers Lounge at **6:30** sharp. There will be a drawing for a door prize for those who attend the meeting on time. The dates are as follows:

* **December 9th**
* **February 10th**
* **April 6th**

GENERAL BODY MEETING DATES:

We will meet at Chisholm Trail Intermediate in the cafeteria at **7:00** sharp. The dates are as follows:

* **November 18th**
* **January 13th**
* **February 24th**
* **April 20th**

WINTERFEST:

The theme for 1999-2000 will be the 50's. This will be held on January 21st, from 7-9pm

ROOM PARENT PARTIES:

Winter party will be held on December 17th, Valentine Party will be on February 14th.

Please note there will not be a General Body or Executive Board Meeting in May.

Return to Home Page

Keller ISD Schools Keller ISD District Staff

59

KELLER ISD BOARD OF TRUSTEES

(Click here for more Board Information)

President	Linda Bowden, Place 2	term expires May 2001
Vice President	John Birt, Place 7	term expires May 2000
Secretary	Debbie Welch, Place 5	term expires May 2002
Member	Ken Harrison, Place 1	term expires May 2001
Member	Jac Irvine, Place 3	term expires May 2001
Member	Richard Walker, Place 4	term expires May 2002
Member	David Farmer, Place 6	term expires May 2000

Return to Home Page

Keller ISD Schools Keller School Board

60

KISD District Office
304 Lorine
Keller, TX 76248

Superintendent	Charles Bradberry
Assistant Superintendent of Curriculum & Instruction	Karen Simpson
Assistant Superintendent of Personnel & Communications	Linda Martin
Comptroller	Ron Yagla
Director of Athletics	Bill Kidd
Director of Business	Dr. Bill Skinner
Director of Communications	Julie Zwahr
Director of Elementary Education	Dr. Gloria McNutt
Director of Facilities	Mike Neel
Director of Pupil Services	Bill Newton
Director of Secondary Education	Dr. Judy Seifert
Director of Special Education	Genni LaPlante
Director of Support Services	Jerry Culertson

Return to Home Page

Keller ISD Home Page

KISD District Staff

KISD Trustees

DIRECTORY

Fossil Ridge High School
(817)337-3400
Keller High School
(817)337-3300
Fossil Hill Middle School
(817)847-1046
Keller Middle School
(817)337-3500
Chisholm Trail
Intermediate School
(817)847-1212
Bear Creek Intermediate
School
(817)337-3625
Florence Elementary
(817)337-3600
Heritage Elementary
(817)337-3650
Keller-Harvel Elementary
(817)337-3550
Parkview Elementary
(817)232-5321
Park Glen Elementary
(817)281-7072
Shady Grove Elementary
(817)428-2895
Willis Lane Elementary
(817)337-3825
Whitley Road Elementary
(817)281-9542

Return to Home Page

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Chisholm Trail Intermediate School

62

MSNBC Weather for Dallas-Fort Worth

Dallas / Fort Worth Forecast

NEXRAD Radar

Regional Radar Summary

Satellite Image

Satellite Loop

Precipitation

Return to Home Page

Chisholm Trail

63

COOL LINKS

Click here to go to > Microsoft Encarta On-line Encyclopedia

ART	EDUCATIONAL	LANGUAGE	MATH	MUSIC	SCIENCE	OTHER LINKS

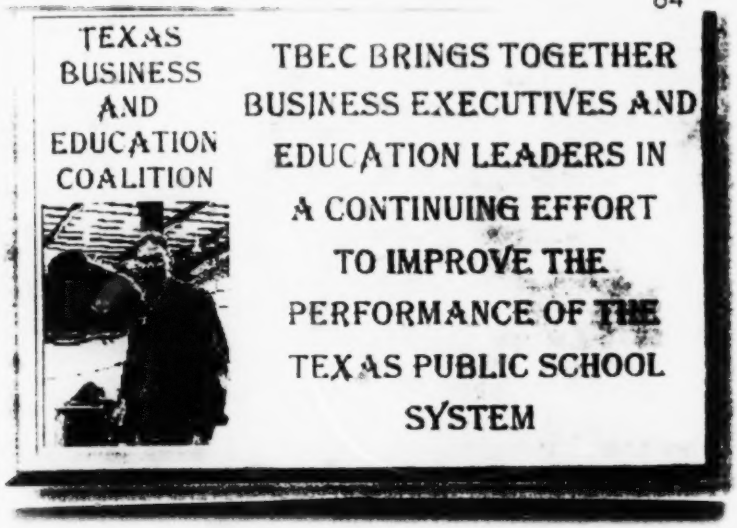
If you find that the URL's of some of these sites have changed, please let us know. If you know of other sites we should add, please notify us.

Return to Home Page

Welcome to TBEC!

Home
About TBEC
Strategies
School Gains
TX Scholars
Calendar
Initiatives
Guestbook
Newsletter
Take the TAAS

64


TEXAS BUSINESS AND EDUCATION COALITION
TBEC BRINGS TOGETHER BUSINESS EXECUTIVES AND EDUCATION LEADERS IN A CONTINUING EFFORT TO IMPROVE THE PERFORMANCE OF THE TEXAS PUBLIC SCHOOL SYSTEM

Public education is the most significant investment in the future of Texas. The system involves 400,000 educators working to educate 3.8 million students on 6,800 campuses in 1,047 districts. Annual expenditures exceed $21 billion. How well that vast system prepares young people for productive citizenship, more than anything else, will determine the kind of place Texas becomes in the 21st century.

New! As referenced in *Texas PTA*, check your school's recent results by clicking here.

News:

National Study Confirms High School Rigor is Best Predictor of College Graduation

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